

Comprehensive District Improvement Plan (CDIP)

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

[KCWP 1: Design and Deploy Standards](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Goal 1 (State your proficiency goal):

By 2023, the elementary, Jr. High and Sr. High will meet the following goals with KPREP P/D%:

Elementary Reading: 49.1 to 60.9 Math 51.5 to 58.1
 Jr. High Reading: 62.6 to 67.7 Math: 40.0 to 53.8
 Sr. High Reading: 42.6 to 47.1 Math: 40.0 to 48.2

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|--|---|
| <p>Objective 1 Elementary will increase Reading P/D% from 49.1 to 56.8 by 2021. Elementary will increase Math P/D% from 51.5% to 53.7% by 2021.</p> | <p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data</p> | <ul style="list-style-type: none"> Ensure congruency is present between standards, learning targets, and assessment measures. Implementation of the Instructional Focus, district walkthrough process, use of Literacy Coach and Instructional Coach to support this process. Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. Review curriculum 2x/yr for adjustments made in PLC's and provide principals the opportunity for teachers to work vertically to ensure the alignment is current. Monitor principal implementation and follow-up <ul style="list-style-type: none"> Ensure monitoring measures are in place to support high fidelity in teaching to the standards Implementation of the Instructional Focus, district walkthrough process, use of Literacy Coach and Instructional Coach to support this process. Ensure that all users of assessment data use information to benefit student learning Use of STAR, KPREP and formative assessment data is being analyzed, discussed and communicated as a team and with students. Use of Literacy Coach and Curriculum Coach to support this process. Ensure ongoing PD in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet master. PD provided for staff will be monitored for implementation and effectiveness by the principals and overall district progress by district administration. Use of Literacy Coach, Innovation Specialist and Curriculum Coach to support this process. <ul style="list-style-type: none"> Ensure that formative, interim and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. Quarterly, data analysis with, teachers, coaches and principals are taking place and action plans are being developed. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Use of district RTI framework and monitored, RTI data entered in IC, RTI meetings are taking place within the schools to determine student progress Ensure that standardized assessment results are used appropriately to propel student achievement. Meetings with principals to identify strengths and growth areas, set goals and develop action plans for the schools in relation to the data. Follow-up with principals on progress. | <ul style="list-style-type: none"> KPREP results/ proficiency shown on district assessments(STAR) Attendance at 21st Century after school program. Walk through Data RTI data Flocabulary Data Fast ForWord Data Epic, Zern, AR, PebbleGo data | <ul style="list-style-type: none"> Quarterly KPREP (yearly) STAR data (3x/yr and interim) Benchmark assessments RTI every 4-6 weeks | <ul style="list-style-type: none"> General Fund: Striving Readers Grant Title I/ESS IAL grant 21st Century Grant (after school support program) FRYSC SBDM |
| <p>Objective 2 Jr. High will increase Reading P/D% from 62.6 to 64.3 by 2021. Jr. High will increase Math P/D% from 40.3 to 48.9 by 2021.</p> | <p>KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy</p> | <ul style="list-style-type: none"> Ensure congruency is present between standards, learning targets, and assessment measures. Implementation of the Instructional Focus, district walkthrough process, use of Literacy Coach and Instructional Coach to support this process. Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. Review curriculum 2x/yr for adjustments made in PLC's and provide principals the opportunity for teachers to work vertically to ensure the alignment is current. Monitor principal implementation and follow-up <ul style="list-style-type: none"> Ensure monitoring measures are in place to support high fidelity in teaching to the standards Implementation of the Instructional Focus, district walkthrough process, use of Literacy Coach and Instructional Coach to support this process. Ensure that all users of assessment data use information to benefit student learning Use of STAR, KPREP and formative assessment data is being analyzed, discussed and communicated as a team and with students. Use of Literacy Coach and Curriculum Coach to support this process. Ensure ongoing PD in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet master. PD provided for staff will be monitored for implementation and effectiveness by the principals and overall district progress by district administration. Use of Literacy Coach, Innovation Specialist and Curriculum Coach to support this process. <ul style="list-style-type: none"> Ensure that formative, interim and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. | <ul style="list-style-type: none"> KPREP results/ proficiency shown on district/ assessments (STAR, RTI progress) Walkthrough data Response to Intervention Data Newsela, Aleks, Edgenuity data Learning Walk Data | <ul style="list-style-type: none"> K-Prep Results (Yearly) Analysis of STAR data (3 times per year and progress monitoring) Walkthrough Data (Monthly) Response to Intervention Data (Every 6-9 Weeks) | <ul style="list-style-type: none"> General Fund Striving Readers Grant Title I/ESS IAL grant FRYSC |

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| | | <p>Quarterly , data analysis with, teachers, coaches and principals are taking place and action plans are being developed.</p> <ul style="list-style-type: none"> Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. <p>Use of district RTI framework and monitored, RTI data entered in IC, RTI meetings are taking place within the schools to determine student progress</p> <ul style="list-style-type: none"> Ensure that standardized assessment results are used appropriately to propel student achievement. <p>Meetings with principals to identify strengths and growth areas, set goals and develop action plans for the schools in relation to the data. Follow-up with principals on progress.</p> | | | |
| <p>Objective 3 Sr. High will increase Reading P/D% from 42.6 to 47.1 by 2021.</p> <p>Sr. High will increase Math P/D% from 40.0 to 42.7 by 2021.</p> | <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> | <ul style="list-style-type: none"> Ensure congruency is present between standards, learning targets, and assessment measures. Implementation of the Instructional Focus, district walkthrough process, use of Literacy Coach and Instructional Coach to support this process. Ensure curricular alignment reviews are an ongoing action of the PLC’s planning process. Review curriculum 2x/yr for adjustments made in PLC’s and provide principals the opportunity for teachers to work vertically to ensure the alignment is current. Monitor principal implementation and follow-up Ensure monitoring measures are in place to support high fidelity in teaching to the standards Implementation of the Instructional Focus, district walkthrough process, use of Literacy Coach and Instructional Coach to support this process. Ensure that all users of assessment data use information to benefit student learning Use of CERT, KPREP, ACT and formative assessment data is being analyzed, discussed and communicated as a team and with students. Use of Literacy Coach and Curriculum Coach to support this process. Ensure ongoing PD in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet master. PD provided for staff will be monitored for implementation and effectiveness by the principals and overall district progress by district administration. Use of Literacy Coach, Innovation Specialist and Curriculum Coach to support this process. Ensure that formative, interim and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. Quarterly , data analysis with, teachers, coaches and principals are taking place and action plans are being developed. Utilizevprotocol and monitoring/documentation tool for tiered intervention movement considerations. Use of district RTI framework and monitored, RTI data entered in IC, RTI meetings are taking place within the schools to determine student progress Ensure that standardized assessment results are used appropriately to propel student achievement. <p>Meetings with principals to identify strengths and growth areas, set goals and develop action plans for the schools in relation to the data. Follow-up with principals on progress.</p> | <ul style="list-style-type: none"> KPREP results/ proficiency shown on district/state assessments (ACT, RTI progress, CERT, etc.) College & Career Readiness English and Math Courses Data Walk through data RTI Data | <ul style="list-style-type: none"> K-Prep Results (Yearly) Analysis of CERT data (3 times per year) Student Grades (Monthly) PLC Data (Twice Monthly) Learning Walk(Monthly) RTI data (6-9 weeks) | <ul style="list-style-type: none"> General Fund Striving Readers Grant ESS IAL grant FRYSC |

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.):
By 2023 the elementary, Jr. High and Sr. High will meet the following goals for Separate Academic Indicator on KPREP P/D%:

Elementary: Writing: 53.1 to 59.5, Social Studies: 62.5 to 67.6, Science 13.5 to 41.1
 Jr. High: Writing 25.0 to 41.3, Social Studies: 57.4 to 62.2, Science: 20.8 to 29.5
 Sr. High: Writing: 80.0 to 82.7, Science: 29.1 to 33.2

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
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| <p>Objective 1 The elementary will increase Separate Academic Indicator P/D% in: Writing: 53.1 to 55.2 Social Studies 62.5 to 64.2 Science 13.5 to 34.9 By May 2021.</p> | <p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data</p> | <ul style="list-style-type: none"> Ensure congruency is present between standards, learning targets, and assessment measures. Implementation of the Instructional Focus, district walkthrough process, use of Literacy Coach and Instructional Coach to support this process. Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. Review curriculum 2x/yr for adjustments made in PLC's and provide principals the opportunity for teachers to work vertically to ensure the alignment is current. Monitor principal implementation and follow-up Ensure monitoring measures are in place to support high fidelity in teaching to the standards Implementation of the Instructional Focus, district walkthrough process, use of Literacy Coach and Instructional Coach to support this process. Ensure that all users of assessment data use information to benefit student learning Use of CERT, KPREP, ACT and formative assessment data is being analyzed, discussed and communicated as a team and with students. Use of Literacy Coach and Curriculum Coach to support this process. Ensure ongoing PD in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet master. PD provided for staff will be monitored for implementation and effectiveness by the principals and overall district progress by district administration. Use of Literacy Coach, Innovation Specialist and Curriculum Coach to support this process. Ensure that formative, interim and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. Quarterly, data analysis with, teachers, coaches and principals are taking place and action plans are being developed. Ensure that standardized assessment results are used appropriately to propel student achievement. <p>Meetings with principals to identify strengths and growth areas, set goals and develop action plans for the schools in relation to the data. Follow-up with principals on progress.</p> | <ul style="list-style-type: none"> KPREP results/ proficiency shown on district assessments Attendance at 21st Century after school program. TCT, ODW feedback | <ul style="list-style-type: none"> K-Prep Results (Yearly) Learning Walk(Monthly) Formal Observations PLC data | <ul style="list-style-type: none"> General Fund Title I ESS Striving Readers Grant Innovative Approaches to Literacy Grant 21st Century Grant FRYSC |
| <p>Objective 2 The Jr. High will increase their Separate Academic Index P/D% in: Writing: 25.0 to 35.42 Social Studies: 57.4 to 59.3 Science: 20.8 to 29.5 By May 2021</p> | <p>KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy</p> | <ul style="list-style-type: none"> Ensure congruency is present between standards, learning targets, and assessment measures. Implementation of the Instructional Focus, district walkthrough process, use of Literacy Coach and Instructional Coach to support this process. Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. Review curriculum 2x/yr for adjustments made in PLC's and provide principals the opportunity for teachers to work vertically to ensure the alignment is current. Monitor principal implementation and follow-up Ensure monitoring measures are in place to support high fidelity in teaching to the standards Implementation of the Instructional Focus, district walkthrough process, use of Literacy Coach and Instructional Coach to support this process. Ensure that all users of assessment data use information to benefit student learning Use of CERT, KPREP, ACT and formative assessment data is being analyzed, discussed and communicated as a team and with students. Use of Literacy Coach and Curriculum Coach to support this process. Ensure ongoing PD in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet master. PD provided for staff will be monitored for implementation and effectiveness by the principals and overall district progress by district administration. Use of Literacy Coach, Innovation Specialist and Curriculum Coach to support this process. Ensure that formative, interim and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. Data analysis with teachers, coaches and principals are taking place and action plans are being developed. Ensure that standardized assessment results are used appropriately to propel student achievement. <p>Meetings with principals to identify strengths and growth areas, set goals and develop action plans for the schools in relation to the data. Follow-up with principals on progress.</p> | <ul style="list-style-type: none"> KPREP results/ proficiency shown on district assessments Attendance at 21st Century after school program. TCT, ODW feedback Newsela data Learning Walk Data | <ul style="list-style-type: none"> K-Prep Results (Yearly) Learning Walk Data (Monthly) | <ul style="list-style-type: none"> General Fund Title I ESS Striving Readers Grant Innovative Approaches to Literacy Grant FRYSC |

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| <p>Objective 3 The Sr. High will increase their Separate Academic Index P/D% in: Writing: 80.0 to 80.9 Science: 29.1 to 33.2 By May 2021.</p> | <p>KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy</p> | <ul style="list-style-type: none"> • Ensure congruency is present between standards, learning targets, and assessment measures. Implementation of the Instructional Focus, district walkthrough process, use of Literacy Coach and Instructional Coach to support this process. • Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. Review curriculum 2x/yr for adjustments made in PLC's and provide principals the opportunity for teachers to work vertically to ensure the alignment is current. Monitor principal implementation and follow-up <ul style="list-style-type: none"> · Ensure monitoring measures are in place to support high fidelity in teaching to the standards Implementation of the Instructional Focus, district walkthrough process, use of Literacy Coach and Instructional Coach to support this process. • Ensure that all users of assessment data use information to benefit student learning Use of CERT, KPREP, ACT and formative assessment data is being analyzed, discussed and communicated as a team and with students. Use of Literacy Coach and Curriculum Coach to support this process. • Ensure ongoing PD in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet master. PD provided for staff will be monitored for implementation and effectiveness by the principals and overall district progress by district administration. Use of Literacy Coach, Innovation Specialist and Curriculum Coach to support this process. <ul style="list-style-type: none"> · Ensure that formative, interim and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. Data analysis with teachers, coaches and principals are taking place and action plans are being developed. • Ensure that standardized assessment results are used appropriately to propel student achievement. <p>Meetings with principals to identify strengths and growth areas, set goals and develop action plans for the schools in relation to the data. Follow-up with principals on progress.</p> | <ul style="list-style-type: none"> • KPREP results/ proficiency and growth shown on district/state assessments • CERT data • TCT, ODW feedback • Learning Walk Data | <ul style="list-style-type: none"> • K-Prep Results (Yearly) • Analysis of CERT data (3 times per year) • Learning Walk Data (Monthly) | <ul style="list-style-type: none"> • General Fund • ESS • Striving Readers Grant • Innovative Approaches to Literacy Grant • FRYSC |
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3: Growth

| <p>Goal 3 (State your growth goal.): By 2023, the elementary and Jr. High will increase their growth rating: Elementary: 59.7 to 62.0 Jr. High: 48.5 to 53.0</p> | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| <p>Objective 1 The elementary school will increase their growth rating from 59.7 to 60.0 by May 2021.</p> | <p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support</p> | <ul style="list-style-type: none"> • Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. Principals will promote data review with students to understand what the data means and set goals to improve. Use of Literacy Coach and Instructional Coach to support this process. <ul style="list-style-type: none"> · Ensure monitoring measures are in place to support high fidelity in teaching to the standards Implementation of the Instructional Focus, district walkthrough process, use of Literacy Coach and Instructional Coach to support this process. • Ensure that standardized assessment results are used appropriately to propel student achievement. Meetings with principals to identify strengths and growth areas, set goals and develop action plans for the schools in relation to the data. Follow-up with principals on progress. <ul style="list-style-type: none"> • Create and monitor a "Watch List" for students performing below proficiency. • Dynamic Demon meetings with principals to discuss, Analysis of RTI data, and action plan with students and staff. Use of Literacy Coach and Instructional Coach to support this process. <ul style="list-style-type: none"> · Ensure that formative, interim and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. Data analysis with teachers, coaches and principals are taking place and action plans are being developed. | <ul style="list-style-type: none"> • KPREP results/ proficiency shown on district assessments (STAR universal and interim assessments, Benchmark Assessments, FastForWord, RTI progress, etc.) • Attendance at 21st Century after school program. • Learning Walk Data • RTI data | <ul style="list-style-type: none"> • KPREP (yearly) • STAR data (3x/yr and interim) • Benchmark assessments • RTI every 4-6 weeks • Learning Walk (monthly) | <ul style="list-style-type: none"> • General Fund • Title I • Title II • Striving Readers Grant • Innovative Approaches to Literacy Grant • ESS • FRYSC |

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| <p>Objective 2 The Jr. High will increase their growth rating from 48.5 to 51.0 by May 2021.</p> | <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> | <ul style="list-style-type: none"> Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. <p>Principals will promote data review with students to understand what the data means and set goals to improve. Use of Literacy Coach and Instructional Coach to support this process.</p> <ul style="list-style-type: none"> Ensure monitoring measures are in place to support high fidelity in teaching to the standards <p>Implementation of the Instructional Focus, district walkthrough process, use of Literacy Coach and Instructional Coach to support this process.</p> <ul style="list-style-type: none"> Ensure that standardized assessment results are used appropriately to propel student achievement. <p>Meetings with principals to identify strengths and growth areas, set goals and develop action plans for the schools in relation to the data. Follow-up with principals on progress.</p> <ul style="list-style-type: none"> Create and monitor a “Watch List” for students performing below proficiency. <p>Dynamic Demon meetings with principals to discuss , Analysis of RTI data, and action plan with students and staff. Use of Literacy Coach and Instructional Coach to support this process.</p> <ul style="list-style-type: none"> Ensure that formative, interim and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. <p>Data analysis with teachers, coaches and principals are taking place and action plans are being developed.</p> | <p>KPREP results/ proficiency shown on district assessments (STAR universal and interim assessments, Benchmark Assessments, FastForWord, RTI progress, ALEKS, etc.)</p> <ul style="list-style-type: none"> Student Grades (Standards-Based) PLC Data Learning Walk Data Formal Observation Data Response to Intervention Data Teacher feedback Newsela data | <ul style="list-style-type: none"> K-Prep Results (Yearly) Analysis of STAR growth data (3 times per year) Student Grades (Monthly) PLC Data (Twice Monthly) RtI Data (Every 6-9 Weeks) Special Education Progress Monitoring Data (Monthly) | <ul style="list-style-type: none"> General Fund Title I Title II Striving Readers Grant Innovative Approaches to Literacy Grant ESS FRYSC |
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4: Achievement Gap

| <p>Goal 4 (State your achievement gap goal.): By 2023 the elementary, Jr. High and Sr. High will improve their achievement gap P/D% percentage for the economically disadvantaged student group:</p> <p>Elementary: Reading: 35.3 to 42 Math: 35.3 to 42 Jr. High: Reading: 52.3 to 60.4, Math: 29.7 to 34.38 Sr. High: Reading: 26.1 to 30.2, Math: 30.4 to 35.19</p> | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| <p>Objective 1 Elementary will improve the achievement gap P/D% for reading from 35.3 to 40 in Reading and 35.3 to 40 in Math by May 2021.</p> | <p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> | <ul style="list-style-type: none"> Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. <p>Principals will promote data review with students to understand what the data means and set goals to improve. Use of Literacy Coach and Instructional Coach to support this process.</p> <ul style="list-style-type: none"> Ensure monitoring measures are in place to support high fidelity in teaching to the standards <p>Implementation of the Instructional Focus, district walkthrough process, use of Literacy Coach and Instructional Coach to support this process.</p> <p>Use of district RTI framework and monitored, RTI data entered in IC, RTI meetings are taking place within the schools to determine student progress</p> <ul style="list-style-type: none"> Ensure that standardized assessment results are used appropriately to propel student achievement. <p>Meetings with principals to identify strengths and growth areas, set goals and develop action plans for the schools in relation to the data. Follow-up with principals on progress.</p> <p>Ensure school culture supports both academic and behavior expectations are in place to promote and support learning for all. Assure consideration of addressing academic barriers to learning are a focus. Quarterly data analysis with, teachers, coaches and principals are taking place and action plans are being developed.</p> | <ul style="list-style-type: none"> KPREP results/ proficiency on district assessments (STAR, FastForWord) RTI progress Learning Walk Data 21st Century participation and data Needs Assessment Survey Data | <ul style="list-style-type: none"> Quarterly KPREP (yearly) STAR data (3x/yr and interim) Benchmark assessments RTI every 4-6 weeks Learning Walk Data FRYSC/21st Century quarterly meetings | <ul style="list-style-type: none"> General Fund Title I ESS SBDM funds Striving Readers Grant, 21st Century Grant, Innovative Approaches to Literacy FRYSC- new enrollments/family needs |
| <p>Objective 2 Jr. High will improve the achievement gap P/D% from 52.3 to 54.9 in reading and 29.7 to</p> | <p>KCWP 2: Design and Deliver Instruction</p> | <ul style="list-style-type: none"> Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. <p>Principals will promote data review with students to understand what the data means and set goals to improve. Use of Literacy Coach and Instructional Coach to support this process.</p> | <ul style="list-style-type: none"> KPREP results/ proficiency shown on district assessments STAR universal and interim assessments. | <ul style="list-style-type: none"> K-Prep Results (Yearly) Analysis of STAR data (3 times per | <ul style="list-style-type: none"> General Fund Title I ESS Striving Readers Grant |

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| <p>31.18 in Math by May 2021.</p> | <p>KCWP 3: Design and Deliver Assessment Literacy</p> | <ul style="list-style-type: none"> · Ensure monitoring measures are in place to support high fidelity in teaching to the standards Implementation of the Instructional Focus, district walkthrough process, use of Literacy Coach and Instructional Coach to support this process. · Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. <p>Use of district RTI framework and monitored, RTI data entered in IC, RTI meetings are taking place within the schools to determine student progress</p> <ul style="list-style-type: none"> ● Ensure that standardized assessment results are used appropriately to propel student achievement. <p>Meetings with principals to identify strengths and growth areas, set goals and develop action plans for the schools in relation to the data. Follow-up with principals on progress.</p> <p>Ensure that formative, interim and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. Data analysis with teachers, coaches, FRYSC/21st Century and principals are taking place and action plans are being developed.</p> | <ul style="list-style-type: none"> ● RTI progress ● Special Education progress monitoring data. ● Teacher Feedback ● Newsela data | <p>year and progress monitoring)</p> <ul style="list-style-type: none"> ● Student Grades (Monthly) ● PLC Data (Twice Monthly) ● Observation Data (monthly) ● Response to Intervention Data (Every 6-9 Weeks)-Includes Fast ForWord & Aleks Data | <ul style="list-style-type: none"> ● Innovative Approaches to Literacy ● FRYSC |
| <p>Objective 3 Sr. High will improve the achievement gap P/D% from 26.1 to 27.4 in reading and 30.4 to 31.9 in Math by May 2021.</p> | <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> | <ul style="list-style-type: none"> ● Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. Principals will promote data review with students to understand what the data means and set goals to improve. Use of Literacy Coach and Instructional Coach to support this process. · Ensure monitoring measures are in place to support high fidelity in teaching to the standards Implementation of the Instructional Focus, district walkthrough process, use of Literacy Coach and Instructional Coach to support this process. · Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. <p>Use of district RTI framework and monitored, RTI data entered in IC, RTI meetings are taking place within the schools to determine student progress</p> <ul style="list-style-type: none"> ● Ensure that standardized assessment results are used appropriately to propel student achievement. <p>Meetings with principals to identify strengths and growth areas, set goals and develop action plans for the schools in relation to the data. Follow-up with principals on progress.</p> <p>Ensure that formative, interim and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. Quarterly , data analysis with, teachers, coaches and principals are taking place and action plans are being developed.</p> | <ul style="list-style-type: none"> ● KPREP results/ proficiency shown on state/district assessments (ACT, CERT) ● RTI progress ● Learning Walk Data | <ul style="list-style-type: none"> ● K-Prep Results (Yearly) ● ACT/CERT Data ● (Quarterly)RTI data (4-6 weeks) | <ul style="list-style-type: none"> ● General Fund ● Title I ● ESS ● Striving Readers Grant ● Innovative Approaches to Literacy ● FRYSC |

5: Transition Readiness

| Goal 5 (State your transition readiness goal.): The Sr. High will increase Transition Readiness from 71.7 to 72.6 by May 2023. | | | | | |
|--|--|---|--|--|---|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 The Sr. High will increase Transition Readiness from 71.7 to 72.0 by May 2021. | KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data | <ul style="list-style-type: none"> Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. <p><i>Principals will promote data review with students to understand what the data means and set goals to improve. Use of Literacy Coach and Instructional Coach to support this process.</i></p> <ul style="list-style-type: none"> Ensure monitoring measures are in place to support high fidelity in teaching to the standards <p><i>Implementation of the Instructional Focus, district walkthrough process, use of Literacy Coach and Instructional Coach to support this process.</i></p> <ul style="list-style-type: none"> Utilize the Persistence to Graduation/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation. <p><i>Dynamic Demon meetings, , Resiliency Poll 2x/yr with counselor and principal data review.</i></p> | <ul style="list-style-type: none"> Increase Transition Readiness Rate from K-Prep Results Persistence to Graduation/Early Warning Tool DPP Attendance Data Career & Technical End of Program Assessment Data Career/Industry Certificate Data Military Entrance Data | <ul style="list-style-type: none"> K-Prep Transition Readiness Results (Yearly) Resiliency Poll Data (2x/yr) Persistence to Graduation/Early Warning Tool (Yearly/As-Needed) DPP Data (Monthly) Career & Technical End of Program Assessment Data, Industry Certification | <ul style="list-style-type: none"> General Fund Striving Readers Grant Innovating Approaches to Literacy Perkins Grant FRYSC |

6: Graduation Rate

| Goal 6 (State your graduation rate goal.): The Sr. High will increase the graduation rate from 98.3 to 98.6 by May 2023. | | | | | |
|--|--|--|--|---|---|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 The Sr. High will increase the graduation rate from 98.3 to 98.6 by May 2021. | KCWP 4: Review, Analyze and Apply Data | <ul style="list-style-type: none"> Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation. Utilize data wise questions to evaluate “as is” state at a minimum of every 30 days. School level watch list Non Academic Barriers are identified and addressed <p><i>Dynamic Demon meetings, , Resiliency Poll 2x/yr with counselor and principal data review.</i></p> | <ul style="list-style-type: none"> CERT and ACT data CCR course progress RTI progress Graduation Rate DPP Attendance data PBIS/Behavior Data Persistence to Graduation/Early Warning tool Resiliency Poll Data | <ul style="list-style-type: none"> K-Prep Results (Yearly) Resiliency Poll Data (2x/yr) Persistence to Graduation/Early Warning Tool (Yearly/As-Needed) PBIS/Behavior Data (Monthly) DPP Data (Monthly) FRYSC | <ul style="list-style-type: none"> General Fund ESS Striving Readers Grant Innovative Approaches to Literacy Grant FRYSC |